



STEPS TO SUCCESS SUSTAINABILITY PLAN

Steps to Success Sustainability Committee

FEBRUARY 22, 2015





Steps to Success Sustainability Plan Table of Contents

Steps to Success Sustainability Plan Executive Summary	1
Steps to Success Overall Approach & Plan Components	4
STEPS TO SUCCESS OVERALL APPROACH & CRITICAL NEED IN THE COMMUNITY	4
STEPS TO SUCCESS THEORY OF CHANGE	4
LIST OF PRIORITY RISK & PROTECTIVE FACTORS FOR MONTBELLO	5
Steps to Success Infrastructure Sustainability Plan	7
STEPS TO SUCCESS INFRASTRUCTURE DESCRIPTION	7
SUSTAINABILITY PRIORITIES & RATIONALE	7
SUSTAINABILITY PLANNING ACTION STEPS	7
<i>Leadership Sustainability Efforts</i>	8
<i>Partnership Sustainability Efforts</i>	8
<i>Communication Sustainability Efforts</i>	8
<i>Funding Sustainability Efforts</i>	8
INFRASTRUCTURE SUSTAINABILITY COSTS	9
Steps to Success Programs Introduction	10
Promoting Alternative Thinking Strategies (PATHS) Sustainability Plan	12
PATHS PROGRAM DESCRIPTION	12
IMPACT	12
SUSTAINABILITY RATIONALE	12
SUSTAINABILITY PLANNING ACTION STEPS	13
<i>School-Level Sustainability Efforts</i>	13
<i>District-Level Sustainability Efforts</i>	14
PROGRAM SUSTAINABILITY COSTS	15
Positive Family Support Sustainability Plan	16
POSITIVE FAMILY SUPPORT PROGRAM DESCRIPTION	16
IMPACT	16
SUSTAINABILITY RATIONALE	17
SUSTAINABILITY PLANNING ACTION STEPS	17
PROGRAM SUSTAINABILITY COSTS	18
Strengthening Families Sustainability Plan	19
STRENGTHENING FAMILIES PROGRAM DESCRIPTION	19
IMPACT	19
SUSTAINABILITY RATIONALE	20
SUSTAINABILITY PLANNING ACTION STEPS	20

<i>Strategies to Support the Infrastructure</i>	20
<i>Strategies to Support Funding</i>	21
PROGRAM SUSTAINABILITY COSTS	21
Positive Recognition Campaign Sustainability Plan	23
POSITIVE RECOGNITION CAMPAIGN DESCRIPTION	23
IMPACT.....	23
SUSTAINABILITY RATIONALE	24
SUSTAINABILITY PLANNING ACTION STEPS	24
<i>Strategies to Support Structure & Activities</i>	24
<i>Strategies to Support Funding</i>	25
PROGRAM SUSTAINABILITY COSTS	25
Youth Advisory Board Sustainability Plan	27
YOUTH ADVISORY BOARD PROGRAM DESCRIPTION	27
IMPACT.....	27
SUSTAINABILITY RATIONALE	27
SUSTAINABILITY PLANNING ACTION STEPS	27
<i>Strategies to Support Structure & Activities</i>	27
<i>Strategies to Support Funding</i>	28
PROGRAM SUSTAINABILITY COSTS	28
Attachments	29
ATTACHMENT 1: STEPS TO SUCCESS COMMUNITY SITE MANAGER RESPONSIBILITIES	29
ATTACHMENT 2: STEPS TO SUCCESS INFRASTRUCTURE SUSTAINABILITY PLAN	30
ATTACHMENT 3: PATHS SUSTAINABILITY PLAN.....	33
ATTACHMENT 4: POSITIVE FAMILY SUPPORT SUSTAINABILITY PLAN	34
ATTACHMENT 5: STRENGTHENING FAMILIES SUSTAINABILITY PLAN	35
ATTACHMENT 6: POSITIVE RECOGNITION CAMPAIGN/YOUTH ADVISORY BOARD SUSTAINABILITY PLAN	36
ATTACHMENT 7: PRAISE FOR STEPS TO SUCCESS.....	37
ATTACHMENT 8: GLOSSARY	38



Steps to Success Sustainability Plan Executive Summary

Steps to Success Sustainability Timeline and Challenge: Steps to Success is a unique partnership between Far Northeast Denver’s Montbello community, researchers from the University of Colorado (CU) Boulder and the CU School of Medicine/Children’s Hospital to promote positive youth development and reduce youth violence through a coordinated community-wide effort. Initial funding for the project was provided through a five-year (2011-2016) \$5.4 million cooperative agreement from the Centers for Disease Control and Prevention’s (CDC) National Centers of Excellence in Youth Violence Prevention.

Steps to Success program funding from CDC will end September 2015 and funding for the infrastructure supports will end September 2016. Steps to Success is successfully putting into place what we know works to prevent violence and promote positive youth development. Sustained full implementation of the Steps to Success model is expected to reduce youth violence and other problem behaviors by 30 percent.¹ **This sustainability plan is an urgent call to action to support the Steps to Success programs and infrastructure.**

Community’s Vision: A self-empowered community that we are proud of

Steps to Success Purpose: To promote positive youth development and reduce youth violence in Montbello through a coordinated community-wide effort.

Outcome Goal: Reduce levels of youth violence and other problem behaviors among youth ages 10-17 by at least 10% by 2016. Outcome data will be collected in 2015-16.

Accomplishments 2011 - 2014:

- **Created a community-driven governance structure** to oversee, support and sustain the initiative.
- **Collected high quality community and school data to guide the work.** We have surveyed nearly 3,000 young people and over 400 parents in schools and the community.
- Used this data to **prioritize the top risk and protective factors** and **create a comprehensive Community Action Plan** using evidence-based programs to address these factors.
- Steps to Success evidence-based school and community **programming is reaching thousands of young people and hundreds of families.**
- The **Positive Recognition Campaign**, a norms-changing environmental strategy, has given awards to over 50 Montbello youth and adults. These awards recognize positive behavior at home, in schools, and in the community.

Long-Term Impact: Steps to Success uses the evidence-based Communities That Care (CTC) planning process to empower community members to develop and effectively implement a system of evidence-based supports that target risk factors for youth violence and other problem behaviors (from cradle to career) building upon the needs, priorities and strengths of the community. **We estimate that full implementation of the Steps to Success model will reduce violence and other problem behaviors by**

¹ A 10% reduction is the outcome goal in the grant and is based on CDC’s Healthy People 2020 goals for population change related to youth violence. Full implementation of the individual programs selected for implementation in Montbello have demonstrated effect sizes that led us to estimate that a 30% reduction in problem behavior could be possible as a result of the evidence-based program package being implemented in Montbello. However, this estimate assumes full implementation with fidelity serving a large enough number of children and families to achieve that impact. This is likely to take 5-7 years to achieve.

30% or more and result in significant cost savings. For example, in other communities implementing CTC, when CTC benefits and costs were compared researchers estimated that CTC generated \$4,259 in net present benefits per youth, or \$5.30 per dollar invested.

Our Approach to Sustainability: The work of Steps to Success demands that we take a long term view – continuously building the support of broad constituencies that shape our young people from cradle to career including: parents and caregivers, early childhood providers, schools, law enforcement, juvenile justice, mental health, human services, nonprofits, the faith and business community, and the youth themselves. Many equate sustainability only with continuing funding for services developed through a grant. We agree funding is important. However, we believe a broader view of sustainability that will result in creative and innovative solutions involves strategies that address leadership, partnership, capacity building, communication, and evaluation in addition to financing. This sustainability plan applies this broader approach by considering each of these elements:

- Leadership – across and within systems that serve as champions for moving forward.
- Partnership – identifying partnerships and collaborations that can work jointly toward our shared vision.
- Capacity Building – identifying resources that will enable continued delivery of activities/services
- Communication – communication/marketing strategies targeting participants, community members, stakeholders and decision-makers by providing key information about the program and impact.
- Evaluation – demonstrating effectiveness toward impacting our goals. Evaluation produces data that can be used for sustainability efforts and on-going program improvement.

About the Steps to Success Sustainability Plan Development:

- The Sustainability Committee began meeting monthly in Spring 2013.
- Created a survey with the 19 activities Steps to Success provides (infrastructure and programs) to guide prioritizing activities for sustainability.
- 15 Steps to Success partners completed the survey. The Sustainability Committee used the information collected to create several versions of the plan (e.g., Pinto – barebones, Honda-Civic mid-range, and the Cadillac – the current version of programs and services being implemented).
- This plan presents recommendations for the Pinto – the minimum that is essential to sustain Steps to Success.

Overview of Recommended Components to be Sustained:

This Sustainability Plan presented here describes the prioritized components of the Steps to Success Montbello project that are essential to sustain in order to maintain fidelity to the scientific approach.

The Sustainability Plan includes:

- An overview of the Steps to Success overall approach including infrastructure and programmatic priorities that the Sustainability Committee recommends should be sustained in the community.
- Strategies for sustaining the Steps to Success infrastructure and programmatic priorities.
- Estimated budget.

Recommended Infrastructure:

- Community Site Management – \$80,000/year
 - \$65,000/year salary + benefits

- \$15,000 hourly staff support (program implementation)
- Community Board – estimated \$960/year
- Data Collection and Management – estimated \$10,000/year

Recommended Programs & Strategies:

- Promoting Alternative THinking Strategies (PATHS) - elementary school social emotional learning program (estimated 1,200 student per year) - \$5,100/school x 3 schools = \$15,300/year
- Positive Family Support - middle school program that builds relationships between parents and school to support student success (estimated 600 students and families per year) - \$5,000/year
- Strengthening Families 10-14 - parenting and youth (ages 10-14) program to build family resiliency and reduce family conflict, also impacts substance use and problem behaviors in youth (estimated 60 families per year) - \$7,529/rotation x 6 rotations per year minimum = \$45,174/year
- Positive Recognition Campaign - community campaign to increase positive recognition for prosocial behavior - \$6,680/year
- Youth Advisory Board - a youth-driven community leadership and grant-giving program - \$6,864/year

Total Estimated Budget: \$169,978/year

Decision: Community Board to review plan December 2014 and vote on its approval.

Steps to Success Overall Approach and Critical Need in the Community:

- **Building a sustainable prevention infrastructure:** Steps to Success uses the Communities That Care (CTC) planning process as a framework for members of the community to work together to prevent youth violence and other problem behaviors, including substance use, delinquency, teen pregnancy, and dropping out of school. Through Steps to Success, we are systematically **building a sustainable infrastructure for the prevention and early intervention of problem behaviors and the promotion of positive youth development cradle to career in Far Northeast Denver.**
- **The Need is High:** We measured the percent of youth in Montbello middle and high schools and in the community that are at risk for violence and other problem behaviors. Details about the survey methods, measures and full results can be found in the Community Risk Assessment Report.² The data shows there are many kids in Montbello at risk for violence and who are struggling with mental health problems and concerns about their safety. We found that:
 - **18% of Montbello youth surveyed in the community, 26% of high school students and 24% of middle school students** had scores that indicated they were **at risk for serious violence perpetration one year later.**
 - **26% of middle school students and 18% of high school students** in Montbello **stayed home from school** in the past 30 days because they felt they would be **unsafe** on their way to and from school, compared to 6% of high school youth nationally.
 - **33% of elementary school students, 37% of middle school students, and 33% of high school students** in Montbello **self-reported mental health problems** in the following areas: emotional symptoms, conduct problems, hyperactivity/inattention, and peer problems, compared to 10% of elementary school students, 11% of middle school students, and 7% of high school students nationally.

Steps to Success Theory of Change: (1) By properly implementing proven evidence-based programs that address Montbello’s prioritized risk and protective factors, and (2) by working closely with community partners and families to provide positive opportunities, skills and recognition for Montbello’s children and young people, the priority risk factors will be reduced and protective factors increased resulting in reductions in youth involvement in violence or other problem behaviors over time in Montbello.



² [Montbello Community Risk Assessment Report; http://www.stepstosuccessmontbello.com/data](http://www.stepstosuccessmontbello.com/data)

List of Priority Risk and Protective Factors for Montbello: These factors were selected after reviewing survey data from over 3,000 youth and families in Montbello. Definitions of risk and protective factors are provided below and a complete list of the top 10 risk factors and top protective factors for the community can be found in the Montbello Community Risk Assessment Report.³

Prioritized Risk Factors	Prioritized Protective Factors
1. Early and persistent problem behavior	1. Religiosity ⁴
2. Family conflict/family management problems	2. Positive Recognition in the family, community and in school
3. Friends engaging in problem behavior/weak social ties	

In Spring 2013, Steps to Success partners developed a Community Action Plan⁵ to guide program selection and implementation. Programs were selected using the following rationale:

- Address the top 3 risk factors identified in the Risk Assessment Report and delinquency, violence and drug use outcomes.
- Cover universal level programming from age 3 to 18 years – continuum of social emotional programming through the life course.
- Cover selective and indicated programs for ages (0-18).
- Include programs in both school and community based settings.
- Include both youth and families.
- Meet criteria for cultural competency. The programs have been applied with a wide range of population demographics.
- Offer opportunities for local ownership and capacity building.

The Community Board also considered what evidence-based programs are already provided in Montbello and do not require funding through Steps to Success. These *leveraged programs* contribute greatly to our vision of a continuum of evidence-based programs in Montbello and are detailed in the

³ A risk factor is anything that increases the chances that a person will suffer harm. A protective factor is something that decreases the potential harmful effect of a risk factor. Here, the risk factors identified increase the likelihood that a young person will become violent or engage in other problem behaviors such as dropping out of school or using drugs and alcohol, while protective factors buffer the young person against those risks. Many of the same risk and protective factors that predict violence also predict other problem behaviors, including substance use, delinquency, teen pregnancy, and dropping out of school.

⁴ Attending religious services is shown to lower the likelihood of engaging in problem behaviors. The community survey measured young people’s participation in religious services, whether they viewed themselves as a religious person, and how much satisfaction they get from participating in religious activities.

⁵ [Montbello Community Action Plan; http://www.stepstosuccessmontbello.com/data](http://www.stepstosuccessmontbello.com/data)

Community Action Plan. The Steps to Success Community Action Plan is reviewed and approved by the Community Board on an annual basis.

This Sustainability Plan was developed as a result of careful review of the Steps to Success Community Action Plan and consideration of the critical infrastructure and program components necessary to achieve the Steps to Success goals and maintain fidelity to the Steps to Success model. This Sustainability Plan does not detail leveraged programs or the violence risk screening tool (VIPRS) being used in Montbello healthcare settings as these components are being embedded into the Steps to Success infrastructure and Community Site Management and do not require additional funding or planning efforts in order to be sustained.

The Next Sections Highlight:

- The rationale and strategies for sustaining the Steps to Success infrastructure, and infrastructure budget
- A description of each prioritized program, the rationale and strategies for sustaining each program, and each program's budget

Steps to Success Infrastructure Description:

Steps to Success has utilized the seed money provided by CDC's funding to build the infrastructure necessary to support a long-term collective impact initiative aimed at reducing youth violence and other problem behaviors and to promote positive youth development. By following the Communities that Care planning process, we have developed a broad partnership of committed leaders that use a data driven, evidence-based comprehensive approach to positively impact Far Northeast children and youth.

As part of the Sustainability Plan, it will be critical to maintain an infrastructure or backbone organization to support the day-to-day operation of Steps to Success. This involves staff that can plan, manage and support the initiative, on-going meeting facilitation, data collection and reporting and handling the myriad of administrative details needed for Steps to Success to function smoothly. Ideally, the backbone organization provides the following key leadership qualities: the ability to focus people's attention and create a sense of urgency, the skill to apply pressure to stakeholders without overwhelming them, the competence to frame issues in a way that presents opportunities as well as difficulties, and the strength to mediate conflict among stakeholders.

Sustainability Priorities and Rationale: The Steps to Success Sustainability Committee prioritized the following core components of the Steps to Success infrastructure as essential to sustain in order to maintain fidelity to the scientific approach. According to Communities that Care research, these elements are necessary for the model to be effective.

- **Community Site Management:** Coordinates programs, workgroups/committees, infrastructure and partnerships. See Attachment 1 for an overview of Community Site Management responsibilities.
- **Community Board:** Community Board members develop and implement the Steps to Success Community Action Plan.
- **Data Collection and Management**
 - **School Climate Survey:** The Safe Communities Safe Schools school climate survey identifies both strengths and challenges in the school climate, as well as other risk and protective factors for violence and anti-social behavior within the school. Survey results are intended to help school staff gain a better understanding of the challenges the school faces and the strengths the school has to build upon to maintain or improve school climate and safety. Data collected includes information about student demographics, risk and protective factors for violence (including school climate), and problem behavior outcomes.
 - School-Specific Report
 - Technical Assistance related to reviewing school-specific reports

Sustainability Planning Action Steps

As we explained in the report introduction, creative and innovative sustainability solutions involve strategies that address leadership, partnership, capacity building, communication, and evaluation in addition to financing. Here we provide some initial suggestions for sustaining the Steps to Success infrastructure.

Leadership Sustainability Efforts: Leadership sustainability efforts relate to individuals across and within systems that can serve as champions for moving forward

- Determine which decision-makers need to be involved in sustainability
- Determine which policy makers can influence sustainability of Steps to Success
- Action Steps:
 - Host roundtable of six influential key stakeholders who understand Steps to Success and could help us brainstorm sustainability ideas and leadership
 - Identify business leaders who are invested in the project's work
 - Search for a backbone organization to host the Steps to Success project

Partnership Sustainability Efforts: Partnership sustainability efforts aim to identify partnerships and collaborations that can work jointly toward our shared vision.

- Identify which partners are the most crucial in the sustainability of the Steps to Success infrastructure and identify how they benefit from the project
- Action Steps:
 - Develop Partner Memorandum of Understanding
 - Partners help to articulate the criteria for becoming a backbone organization.
 - Partners help to identify a list of potential backbone organizations to host the Steps to Success project

Communication Sustainability Efforts: Communication/marketing strategies target participants, community members, stakeholders and decision-makers by providing key information about the Steps to Success program and impact.

- Develop a clear and consistent message about the importance of our program/which audiences need to be reached
- Action Steps:
 - Craft message: Idea of building on the initial investment that will take another 3-5 years to prove impact; we have planted the seeds – need to give time to have full impact and see it in the data; this approach is the very best from prevention science but it isn't a quick fix (invest in Montbello)
 - Utilize multiple communication paths to reach target audiences (churches, schools, Boys & Girls Club, health clinics, social media, etc.)

Funding Sustainability Efforts: Identifying on going funding to support the Steps to Success infrastructure is critical for sustainability. An important fundamental decision related to funding involves determining whether Steps to Success should become a 501c3 and its own organization or be housed within an existing nonprofit or community entity. Ultimately this decision needs to be made by the Community Board. Some initial considerations related to this decision are listed below.

- Steps to Success becoming a 501c3 - considerations:
 - Need to determine process for decision-making
 - Search for a backbone organization to host the Steps to Success project
 - Develop timeline and action plan if this is considered
 - Pros
 - Steps to Success would be its own entity – free to enter into its own contracts
 - Organizations interacting with Steps to Success would have more confidence in Steps to Success

- Steps to Success could receive tax deductible contributions
 - Liability is limited to the nonprofit and not to its individual members
- Cons
 - Cost for nonprofit and insurance
 - May not have capacity and buy-in to pursue this option

Some possible ideas for funding the core infrastructure components are listed below:

- Denver Foundation grant due February 1, 2015
- Business, other foundations
- Consider ideas for leveraging resources
- Crowd funding
- Identify potential funders who will invest in innovative approaches

Infrastructure Sustainability Costs:

Total infrastructure cost (scenario): Based on Community Site Manager Salary, monthly Community Board meetings, and an estimated \$10,000 in data collection and management costs annually.

Community Site Management:	\$80,000
Community Board:	\$960
Data Collection and Management:	<u>\$10,000</u>
Total Cost:	\$90,960

Cost Breakdown:

<u>Community Site Management:</u>
\$65,000 Annual Salary (1.0 FTE)
\$15,000 Hourly Wages

Community Board:

\$0 meeting space cost (with donated space) x 12 meetings = \$0/meeting/year
\$10 material cost/meeting x 12 meetings = \$120/year
\$70 food cost/meeting x 12 meetings = \$840

Data Collection and Management: Costs are dependent on the number of schools that survey. See the table below.

Survey	Single School	School District (10 schools max)	School District (11+ schools)
Elementary School	\$300.00	\$2500.00	\$250.00 for each additional site
Middle School	\$450.00		\$250.00 for each additional site
High School	\$450.00		\$250.00 for each additional site
Staff	\$50.00*	\$250.00	\$25.00 for each additional site
Parent	\$50.00*	\$250.00	\$25.00 for each additional site
Consulting Fee per Hour ⁶	\$50.00	\$50.00	\$50.00

*If only a staff or parent survey is conducted without a student survey then the cost of the staff or parent survey alone will be increased by \$100.

⁶ Fees include assistance with survey set-up, administration, report and a survey results meeting (via GoToMeeting).



Steps to Success Programs Introduction

The next section of this report highlights the five programs Steps to Success has prioritized to sustain to address the priority risk and protective factors:

- Promoting Alternative THinking Strategies (PATHS) - elementary school social emotional learning program (estimated 1,200 student per year)
- Positive Family Support - middle school program that builds relationships between parents and school to support student success (estimated 600 students and families per year)
- Strengthening Families 10-14 - parenting and youth (ages 10-14) program to build family resiliency and reduce family conflict, also impacts substance use and problem behaviors in youth (estimated 60 families per year)
- Positive Recognition Campaign - community campaign to increase positive recognition for prosocial behavior
- Youth Advisory Board – a youth-driven community leadership and grant-giving program

Steps to Success program implementation began in Fall 2013 and the programs are reaching thousands of youth and hundreds of families. The programs were selected by the Community Board based on the selection criteria listed on page 5. The PATHS Program, Positive Family Support Program and Strengthening Families 10-14 were selected from the Blueprints for Healthy Youth Development Program list. These programs, when implemented with fidelity, have been proven to impact problem behavior and positive youth development. The Positive Recognition Campaign and Youth Advisory Board are environmental strategies that have the potential to impact community-wide norms related to the Steps to Success prioritized positive recognition protective factor and the project's value of youth involvement and engagement.

Sustained implementation of these key programs and environmental strategies is expected to reduce the prioritized risk factors and increase protective factors resulting in reductions in youth involvement in violence or other problem behaviors over time in Montbello.

Each program includes a description of the program, the rationale for why it is important and the impact it is having on the community. Possible strategies for sustainability and each program's budget are also included. Additionally, tables are included that show the baseline data related to the risk factors and problem behavior the programs are addressing and the numbers of youth and families that need to be impacted to achieve the project goals. For the Community Survey, the baseline prevalence is based upon estimates of 760 Montbello households with youth 10-17 years old and 1406 youth surveyed in the target age range. The following page includes an overview of how to read these tables.

Risk factors are factors that increase the likelihood that a young person will become violent or engage in other problem behaviors such as dropping out of school or using drugs and alcohol. Examples include association with delinquent peers, poor parental monitoring, and academic failure beginning in elementary school.

Protective factors are factors that buffer young people against risk and decrease the likelihood that they will become violent or engage in other problem behaviors. Examples include good social skills, being recognized at school for pro-social involvement and attending religious services.

Baseline prevalence refers to the rate at which certain activities were occurring at the time of our initial school and community surveys. It is calculated by dividing the number of cases by the total population.

By establishing the baseline prevalence, we are able to get a good snapshot of the strengths and challenges a community has, prioritize which issues to address and set specific goals related to our priorities.

This is the actual number of people we need to impact in order to meet our goals. For example, our first targeted risk factor in this table is Early initiation of antisocial behavior (delinquency and violence). 337 is the number of youth who indicated that they started engaging in delinquent or violent behavior at a young age in our initial surveys. In order to reduce this risk factor by 10% we will need to stop early initiation of delinquent or violent behavior in 34 youths' lives. To reduce it by 20% we will need to impact 67 youth.

Domain refers to the category or setting in which risk and protective factors are identified.

Domain	Targeted Risk/Protective Factors	Baseline Prevalence %	Baseline Prevalence #
Individual	Early initiation of antisocial behavior (delinquency and violence)*	24+	337 (34/67)
	Early initiation of antisocial behavior (drug use)*	6+	84 (8/17)
	Favorable attitudes towards antisocial behavior (aggression)	16@	N/A
	Favorable attitudes towards drug use	N/A	N/A
	Rebelliousness	9+	127 (13/25)
	Substance use	N/A (no composite measure)	N/A
	Problem solving skills	N/A	N/A
Peer	Interaction with antisocial peers	N/A	N/A
	Peer substance use*	15+/18@	211 (21/42)
	Interaction with prosocial peers	87+	1223 (122/245)
Family	Family conflict/violence*	10+/41@	76 (8/15)
	Parental attitudes favorable to antisocial behavior	0+	0
	Parental attitudes favorable to drug use	N/A	N/A
	Poor family management (inconsistent discipline)*	53+	745 (75/149)
	Poor family management (poor monitoring)*	17+	239 (24/48)
	Attachment to parents	85+/82@	1195 (120/239)
	Opportunities for prosocial involvement with parents	N/A	N/A
	Parental social support	N/A	N/A
School	Parental involvement in education	N/A	N/A
	Rewards for prosocial involvement with parents	N/A	N/A
	Low commitment and attachment	27@	N/A
	Opportunities for prosocial involvement in education	75@	N/A
	Rewards for prosocial involvement in school	63@	N/A

* Priority Risk/Protective Factor

+ Community Survey Data

@ School Survey Data



Promoting Alternative THinking Strategies (PATHS) Sustainability Plan

PATHS Program Description: The PATHS curriculum is a comprehensive program for promoting emotional and social competencies and reducing aggression and behavior problems in elementary school-aged children while simultaneously enhancing the educational process in the classroom. PATHS is designed to be used by regular classroom teachers and counselors in a multi-year, universal prevention model. PATHS targets five major areas: (1) self-control; (2) emotional understanding; (3) positive self-esteem; (4) relationships; and (5) interpersonal problem solving skills. Lessons are sequenced according to increasing developmental difficulty and designed for implementation in approximately 20-30 minutes 2 to 3 times per week. The curriculum provides detailed lesson plans, exact scripts, suggested guidelines, and general and specific objectives for each lesson. To encourage parent involvement and support, parent letters, home activity assignments, and information are also provided.

Impact: PATHS strives to reduce aggression and behavior problems by promoting the development of social and emotional competencies in children during the elementary school age years. This program was chosen by the Steps to Success Community Board to address the risk factors **early and persistent problem behavior**. Expected program impacts include improvements in the following risk and protective factors as determined by data collection in the schools and community. Project goals are to reduce levels of youth violence and other problem behaviors among youth ages 10-17 by at least 10% by 2016.

Domain	Targeted Risk/Protective Factors	Baseline Prevalence %	Baseline Prevalence # (10/20% Reduction)
Individual	Antisocial/aggressive behavior*	41+	576 (58/115)
	Early initiation of antisocial behavior (delinquency & violence)*	24+	337 (34/67)
	Early initiation of antisocial behavior (drug use)*	6+	84 (8/17)
	Favorable attitudes towards antisocial behavior	6@	N/A
	Prosocial behavior	74@	N/A
Peer	Interaction with prosocial peers	87+	1223 (122/245)
School	Low commitment and attachment	18@	N/A
	Opportunities for prosocial involvement in education	84@	N/A
	Rewards for prosocial involvement in school	76@	N/A

* Priority Risk/Protective Factor

+ Community Survey Data

@ School Survey Data – Elementary Aggregate

Sustainability Rationale: The PATHS program is a universal-level prevention program. Therefore, it has the ability to reach a large number of children in the Montbello neighborhood via schools, and to teach skills early in the development of youth to stem the tide of youth at risk for a trajectory into problem behavior. First year implementation in third grade was so successful that all three elementary schools (Amesse Elementary School, Greenwood Academy, and Maxwell Elementary School) expanded to full-school implementation in their second year. Estimated total number of youth served in 2015 is 1,200 across 49 classrooms. There is a demonstrated need for programming and school leaders support the implementation.

Project funding through Steps to Success will cover program costs through September, 2015 to include: teacher training and technical assistance, program materials, and program monitoring. By the end of the grant period, all participating schools (3) will have been implementing the program for three years (Year One – third grade only; Years Two and Three – school-wide grades 1-5). This sustainability plan will outline a strategy for maintaining continuity of PATHS once grant funds are no longer available.

Sustainability Planning Action Steps

School-Level Sustainability Efforts:

Maintaining the PATHS program beyond the grant period will be an individual school decision. Steps to Success will provide support and tools for schools considering or wishing to sustain program implementation.

- **Data:** Schools will have access to several forms of data to support/justify their decision to sustain programming.
 - *School Climate Survey:* Pre-implementation surveys were completed in 2012 (through Safe Communities ~ Safe Schools). Follow-up surveys will be completed in 2015. Schools will have access to their individual school results to determine improvement in student behaviors/risk and protective factors.
 - *Year End Site Reports:* Completed annually, these reports will give schools an overall picture of program implementation across all schools via observations, interviews and feedback surveys. School administrators will also receive a school-specific report beginning in their second year of implementation.
 - *Teacher Satisfaction Surveys:* Teacher satisfaction with the program is the best endorsement for program sustainability that principals will receive, aside from positive program results. Beginning with the second year of implementation, individual school teacher satisfaction survey results will be conveyed to each principal (as part of the year end site reports) to enable them to gauge their building support for program implementation.

- **Budgeting:** Individualized cost packages will be prepared for each school, detailing program costs to sustain program implementation. These costs will include program materials (full curriculum kits, replacement materials (PATHS Kid for Today stickers, etc.) and training costs. We will engage in discussions with schools regarding annual budgeting (what is feasible) and potential outside funding sources that can be sought to fund the program on a long-term basis, including federal Title Program funds.

- **Affiliate Trainer Program Training:** Project funds have been designated to provide training to the site through the PATHS Affiliate Training Program. This program is designed to develop experienced, high quality PATHS trainers to local districts. While two years of PATHS teaching experience is required for eligibility into the program, the site trainer from PATHS Education Worldwide has waived this prerequisite for our site and will allow quality candidates who have taught PATHS for at least one year. After the 2014-2015 school year, we will assess interest and qualifications of PATHS teachers and invite eligible teachers to participate. Once trained, the PATHS Trainers will be certified to provide training workshops and follow-up technical assistance for Denver Public Schools.

- Parent and Community Engagement: increase visibility on the program through parents and the community to garner public support.
 - With input from PATHS trainer, work with teachers on ways to increase parent engagement during implementation (i.e., holding parent orientations, how to include PATHS in parent teacher conferences, sending PATHS/Steps to Success materials home in student folders).
 - PATHS presentations at the Boys and Girls Club – have PATHS coaches from Amesse Elementary School demonstrate PATHS concepts.

District-Level Sustainability Efforts:

If there is universal agreement across participating schools about the value of PATHS, we will pursue district-level support for sustainability in schools currently implementing PATHS and potentially expanding implementation more widely (in Montbello and throughout the school district). This has the potential to take the burden for funding PATHS off the schools, with the district taking responsibility for some or all program costs.

- Build on connections within Denver Public Schools – Begin 2014-2015 school year. This work will run in parallel to the school-level sustainability efforts.
 - Initiate meetings at the district level to determine next steps in embedding PATHS within Montbello schools as supported by the district
 - Office of Social Emotional Learning (OSEL); Ben Cooper, Lee Morgan
 - Instructional Superintendents – link program to academics. Attend superintendent forums
 - May need to discuss in terms of district-wide expansion
 - Create a template for use of Federal Education Program funds (link to academics) – Center on Education Policy guide (May 2014)
 - Develop a plan to align with The Denver Plan 2020 in support of district’s goal to Support the Whole Child (social and emotional development)
- Reduced training costs beginning in 2015-2016 school year
 - PATHS program developer and trainer are invested in PATHS implementation in Denver and have negotiated a substantially reduced training cost for program maintenance and expansion in Denver
 - Training costs would be reduced from \$2,000/day to \$400/day plus travel costs
- Host a regional or statewide forum on social emotional learning to generate/build support
 - Bring program designer and trainer to Denver to present on SEL
 - Collaborate with SEL partners (Random Acts of Kindness, Colorado State University Research Prevention Center, others)
- Bring Cleveland Superintendent to Denver – Eric Gordon
 - Set up a meeting with Denver Public Schools Superintendent, Tom Boasberg – show how a district-wide implementation can be successful and how to fund large scale
 - Work through established connections at OSEL and instructional superintendents
 - Coordinate with PATHS International Conference or SEL forum

- PATHS International Conference in Denver – Spring 2016
 - Discuss possibility with Mark Greenberg (program developer) and Dorothy Morelli (trainer)
 - Highlight success of Montbello schools – Amesse Elementary School is interested in pursuing “Model School” status and has begun working towards that designation in the 2014-2015 school year. Schools that attain this status are presented with a commemorative plaque during the conference, receive media attention, and become a referral resource for other schools interested in the program.
 - Generates interest in PATHS district-wide – schools in the Denver Public School District and surrounding districts interested in learning about PATHS and the current implementation in Montbello will have access to attend the conference.

Program Sustainability Costs:

Total per school cost (scenario): Based on 20% teacher turnover rate (district average) = 4 teachers

Training (shared cost among all 3 implementing schools):	\$1,100
Materials:	<u>\$4,000</u>
Total Cost:	\$5,100

Cost Breakdown:

Training: \$400 per day (with local Affiliate Trainers or PATHS Master Trainer) x 2 days = \$800 (~\$300 per school)
 \$800 substitute costs (4 teachers @ \$100/day x 2 days)

Materials: Average cost per curriculum kit = \$473 (range from \$399 - \$599) = 4 kits = \$1,892

Replacement materials:

- PATHS Kid for Today/Turtle (grade 1) sticker rolls = \$9.99 each
- Posters = \$7.99 each (discount for bulk orders); Spanish posters = \$14.99 each
- Clings = \$1.99 each (discount for bulk orders)
- Feeling Faces Cards (grades 1 and 2) = \$129 per set (25 students per set)
- * not included in above estimate: Turtle puppet (grade 1) = \$45 each
- Shipping and handling



Positive Family Support Sustainability Plan

Positive Family Support (PFS) Program Description: Positive Family Support is a three-tiered, multi-staged program that is administered through the middle school setting. The first, universal level involves the creation of a Family Resource Center (FRC), operated by trained staff that works with parents. A 6-week universal prevention program called SHAPe (Success, Health, and Peace) is implemented at this level in participating children's homeroom school classes. The FRC provides a structured place for school staff and parents to collaborate. Norms of protective, prosocial parenting behaviors are set and information on prosocial family management is distributed. Weekly homework assignments require parent and child to interact to practice family management techniques. The second, selected level provides early, brief interventions in which schools collaborate with parents to effect positive behavior change in students where concerns around their school success (i.e., attendance and completion of work) are beginning to emerge. Home incentive-driven monitoring tools are used to engage parents in the behavior change process. The third, indicated level is called Family Check-Up (FCU). Here, families participate in an interview and assessment session that is followed by a motivational feedback session in which parents collaborate with therapists or trained school staff to select available intervention programs the family can receive. This level addresses indicated problems through a brief treatment program, academic and social behavior monitoring, parent groups, and behavioral family therapy sessions. The FCU can also be implemented with students at Level Two. Positive Family Support is designed to be embedded within schools that have an existing Positive Behavioral Interventions and Supports (PBIS) infrastructure.

Impact: PFS strives to reduce problem behavior and risk for substance abuse and depression, improve family management practices and communication skills as well as adolescents' self-regulation skills and prosocial behaviors. This program was chosen by the Steps to Success Community Board to address the risk factors **early and persistent problem behavior** and **family conflict/family management problems**. Expected program impacts include improvements in the following risk and protective factors as determined by data collection in the schools and community in 2012. Project goals are to reduce levels of youth violence and other problem behaviors among youth ages 10-17 by at least 10% by 2016.

Domain	Targeted Risk/Protective Factors	Baseline Prevalence %	Baseline Prevalence # (10/20% Reduction)
Individual	Early initiation of antisocial behavior (delinquency and violence)*	24+	337 (34/67)
	Early initiation of antisocial behavior (drug use)*	6+	84 (8/17)
	Favorable attitudes towards antisocial behavior (aggression)	16@	N/A
	Favorable attitudes towards drug use	N/A	N/A
	Rebelliousness	9+	127 (13/25)
	Substance use	N/A (no composite measure)	N/A
	Problem solving skills	N/A	N/A
Peer	Interaction with antisocial peers	N/A	N/A
	Peer substance use*	15+/18@	211 (21/42)
	Interaction with prosocial peers	87+	1223 (122/245)

Family	Family conflict/violence*	10+/41@	76 (8/15)
	Parental attitudes favorable to antisocial behavior	0+	0
	Parental attitudes favorable to drug use	N/A	N/A
	Poor family management (inconsistent discipline)*	53+	745 (75/149)
	Poor family management (poor monitoring)*	17+	239 (24/48)
	Attachment to parents	85+/82@	1195 (120/239)
	Opportunities for prosocial involvement with parents	N/A	N/A
	Parental social support	N/A	N/A
	Parental involvement in education	N/A	N/A
	Rewards for prosocial involvement with parents	N/A	N/A
School	Low commitment and attachment	27@	N/A
	Opportunities for prosocial involvement in education	75@	N/A
	Rewards for prosocial involvement in school	63@	N/A

* Priority Risk/Protective Factor

+ Community Survey Data

@ School Survey Data – Middle School Aggregate

Sustainability Rationale: Positive Family Support reaches youth at the middle school level, a critical stage in their development, and has both universal (prevention) and targeted (intervention) components to reach a broad-based population of youth. The program is also implemented in the school, which has the potential to reach hundreds of students each year. Once the program is embedded into the PBIS system, it becomes part of the way the school “does business” and, as long as the school maintains trained staff, has very low maintenance costs. There are both positive behavioral and academic outcomes associated with this program. PFS is currently being implemented in two schools: Noel Community Arts School and Greenwood Academy. During the 2014-15 school year, the program aims to reach 600 youth and parents.

Project funding through Steps to Success will cover program costs through September, 2015 to include: staff training and technical assistance, program materials, and program monitoring. By the end of the grant period, participating schools will have been implementing the program for at least two years. This sustainability plan will outline a strategy for maintaining continuity of PFS once grant funds are no longer available.

Sustainability Planning Action Steps

School-level Sustainability Efforts:

Maintaining the PFS program beyond the grant period will be an individual school decision. We will provide support and tools for schools considering or wishing to continue to implement the program.

- Data: Schools will have access to several forms of data to support/justify their decision to sustain programming.
 - *School Climate Survey:* Pre-implementation surveys were completed in 2012 (through Safe Communities ~ Safe Schools). Follow-up surveys will be completed in 2015. Schools will have access to their individual school results to determine improvement in student behaviors/academic achievement/risk and protective factors.

- *Year End Site Reports:* Completed annually, these reports will give schools an overall picture of program implementation across all schools via staff interviews and feedback surveys.
- **Budgeting:** Individualized cost packages will be prepared for each school, detailing program costs to sustain program implementation. These costs will include material updates and technical assistance (as needed) and training costs, in the event of high staff turnover. We will engage in discussions with schools regarding annual budgeting (what is feasible) and potential outside funding sources that can be sought to fund the program on a long-term basis.
- **Developing school protocols for new staff:** staff turnover is inevitable and has been a demonstrated challenge at one of the schools currently implementing the program that historically experiences at least 40% turnover in staff every year. We are looking into working with the program trainer to develop alternative no-cost strategies for maintaining program operations in the absence of future program funds. Because there are no materials costs and financial upkeep rests primarily on training new staff, we will look into the development of school policies and protocols to be incorporated into the schools' PBIS system so the program is not "lost" when trained staff leave the school. An annual check in by the Steps to Success Community Site Manager would determine staffing needs and a reminder to the school to enact these protocols when hiring/training staff who would be directly involved in program implementation.
- **Train the Trainer Program:** Positive Family Support is developing a train the trainer program that will enable local sites to develop experienced, high quality trainers. When the protocols and requirements for this training program have been developed, we will assess the interest and qualifications of PFS staff, determine funding availability for this training, and invite eligible personnel to participate if costs allow. Once trained, the PFS Trainers will be certified to provide training workshops and follow-up technical assistance for Denver Public Schools.

Program Sustainability Costs:

As long as staff turnover is low, program maintenance costs are minimal, as the program simply becomes embedded into the PBIS infrastructure. All program materials are contained in disc form and can be reproduced as needed by the site. Those costs would need to be budgeted into the overhead costs in the school's annual budget. Steps to Success will ensure that all materials are up to date prior to the end of grant funding. Should a school experience a high rate of turnover and need additionally trained staff, or a continuation of technical assistance, we have estimated a budget for ongoing technical assistance.

Estimated budget for on-going technical assistance: \$5,000



Strengthening Families 10-14 Sustainability Plan

Strengthening Families 10-14 Program Description: This seven-session, community-based program targets enhancement of family protective and resiliency processes and family risk reduction. It is designed to improve parenting and family management skills, with the long-term goal of reducing aggressive and hostile youth behavior, substance use and other problem behaviors. The weekly, two-hour sessions include separate parent and child skills-building followed by a family session where parents and children practice the skills they have learned independently, work on conflict resolution and communication, and engage in activities to increase family cohesiveness and positive involvement of the child in the family. Parents are taught how to clarify expectations based on child development norms of adolescent substance use, using appropriate disciplinary practices, managing strong emotions regarding their children, and using effective communication. Children are taught refusal skills for dealing with peer pressure and other personal and social interactional skills. These sessions are led by three-person teams and include an average of eight families per session in Montbello.

Impact: This program directly impacts 2 of the 3 prioritized risk factors identified by the Steps to Success Community Board: **(1) family management/ family conflict problems and (2) friends engaging in problem behavior/ weak social ties.** Expected program impacts include improvements in the following risk and protective factors as determined by data collection in the schools and community. Project goals are to reduce levels of youth violence and other problem behaviors among youth ages 10-17 by at least 10% by 2016.

Domain	Targeted Risk/Protective Factors	Baseline Prevalence %	Baseline Prevalence # (10/20% Reduction)
Individual	Early initiation of drug use*(refusal skills)	6+	84 (8/17)
	Favorable attitudes towards antisocial behavior	0+	0
	Favorable attitudes towards drug use	6+	84 (8/17)
	Refusal skills	N/A	N/A
Peer	Interaction with antisocial peers	2+	28 (3/6)
Family	Family conflict	10+	76 (8/15)
	Family Violence (Interparental physical assault)	21+	160 (16/32)
	Neglectful parenting (non-violent parenting)	N/A	N/A
	Parental attitudes favorable towards drug use	3+	23 (2/5)
	Poor family management* (Poor monitoring)	17+	239 (24/48)
	Poor family management* (inconsistent discipline)	53+	745 (75/149)
	Attachment to parents	85+	1195 (120/239)
	Non-violent discipline	N/A	N/A
	Opportunities for prosocial involvement with parents	N/A	N/A
	Parental social support	N/A	N/A
Rewards for prosocial involvement with parents (Parental recognition for prosocial behavior)	55+	773 (77/155)	

* Priority Risk/Protective Factor

+ Community Survey Data

Sustainability Rationale: The Strengthening Families 10-14 Program has implemented successfully in two church locations within the Montbello community, and has expanded to three additional sites. Steps to Success is in negotiations to add a third community-based site and fourth school-based site to begin implementation in early 2015. Two of the five sites have implemented the Strengthening Families program in Spanish. There will also be two Strengthening Families 10-14 Booster Sessions made available in January and February to support families who have already gone through the program and would like additional assistance or feedback. During 2013-14 school year 29 families (32 parents and 45 youth) completed the Strengthening Families Program and 60 families are expected to complete the program during 2014-15. Local facilitators were also trained to lead the program. Feedback from the program is positive from participants, facilitators and observers. Although the individual participant number (per 7-week series) is capped at 14 youth, the program has potential to be far-reaching, across cultural demographics and sites in the neighborhood. Additionally, the program targets youth in the 10-14 age group, however, the skills that the parents are learning are likely to positively impact the younger siblings in the home.

Project funding through Steps to Success will cover program costs through September, 2015 to include: curriculum, facilitator fees, childcare, meals, and incentives. By the end of the grant period, all program implementation will have taken place for two full years. This sustainability plan will explore a strategy for maintaining continuity of Strengthening Families 10-14 once grant funds are no longer available.

Sustainability Planning Action Steps

Strategies to Support the Infrastructure:

Maintaining the Strengthening Families program beyond the grant period will be an individual implementation site decision. Steps to Success will provide support and tools for sites considering or wishing to sustain program implementation. Some ideas to support sustainability include:

- Establish a Strengthening Families 10-14 Design Team (combination of volunteer and paid [grant-funded] positions) with the purpose of:
 - Promoting and sustaining Strengthening Families 10-14 in Montbello
 - Identifying champions and participants in the community
 - Building partnerships; engaging with business leaders
 - Strategizing for funding
 - Providing evaluation support
 - Maintaining contact with facilitator supports at Iowa State University

- Establish a number of sites that can reasonably implement on a reduced budget, while maintaining high community impact and program fidelity

- Assess which current sites are interested in maintaining operation and any willingness to financially support parts of the program.

- Train and hire additional Montbello community members to facilitate and promote Strengthening Families 10-14.

- Parent and Community Engagement: increase visibility of the program through promotion to parents and the community to garner public support.

- With input from Strengthening Families 10-14 trainer, work with facilitators on ways to increase community engagement during implementation (i.e., holding open orientations, collecting program participant testimonials, working with faith-based communities and schools to identify and refer families to the program, etc.).
- Strengthening Families 10-14 presentations at community hubs – have facilitators demonstrate program concepts.

Strategies to Support Funding:

- Determine financial “buy in” from different sites. Are local sites able to bring resources to the table to support the program?
- Explore applying for and receiving funds from “vice” taxes (gambling, recreational marijuana, etc.).
- Connect with a professional athlete with ties to the neighborhood who is looking to give back to Montbello.
- Search for grant opportunities that can support:
 - A series of the Strengthening Families 10-14 program
 - A component of the program
 - General operation of the Strengthening Families 10-14 program
 - The program or Design Team coordinator position
- Look for ways to scale back funding while staying true to the model. Options include:
 - Corporate giving design
 - Partner with local schools/diversion, etc. to train their employees and integrate into their work responsibilities
 - Co-locate with another program which offers childcare
 - Food donations from local restaurants
 - Research whether any government funding is available
- Budgeting: Individualized cost packages will be prepared for each site, detailing program costs to sustain program implementation. These costs will include program materials (full curriculum, program materials (markers, envelopes, flip charts, etc.), facilitation fees, childcare, incentive and food costs. We will engage in discussions with sites regarding annual budgeting (what is feasible) and potential outside funding sources that can be sought to fund the program on a long-term basis.

Program Sustainability Costs:

Total per site cost (scenario): Based on 10 families per 7-week series. Depending on the number of series implemented over the course of a year, costs could range from \$7,529 (1 series) to \$45,174 (6 series).

Facilitator Fees:	\$3,150
Childcare/Incentives/Food:	\$3,604

Curriculum/Materials: \$775
Total Cost: **\$7,529**

Cost Breakdown:

\$7,529, per 7-week series (serving approximately 10 families).

Facilitator Fees:

\$150/week x 7 weeks x 3 facilitators = \$3,150/series/site

Curriculum/materials:

\$775 (manuals and dvds are reusable; other materials need to be replenished)

Childcare/Incentives/Food:

Childcare - \$18/hour x 2hr/session x 7 sessions = \$252/series/site

Incentives - \$100 x 10 families = \$1,000/series/site (cost may vary if there are fewer families)

Food - \$336 x 7 sessions = \$2,352 (food cost may be lower depending on vendor and related discount)



Positive Recognition Campaign Sustainability Plan

Positive Recognition Campaign Description: The Steps to Success Positive Recognition Campaign is a community-wide norms changing effort aimed at increasing rates of actual and perceived recognition for prosocial behavior. The Positive Recognition Student Awards and Positive Recognition Community awards, each hosted annually, provide the Montbello community with an opportunity to formally recognize youth and adults in the areas of social emotional learning/positive behaviors, skill building, prosocial engagement/community service, positive relationship building, volunteerism and personal growth. In addition to immediately increasing rates of recognition for prosocial behavior in the community, the awards ceremonies provide a context within which to discuss the importance of positive recognition on a broader scale. Positive recognition resources, such as tips for positively recognizing young people, are provided to schools and community members year-round and positive recognition is emphasized in community outreach efforts.

Impact: The Positive Recognition Campaign strives to increase rates of recognition for prosocial behavior in multiple contexts. The Communities that Care model uses the Social Development Strategy as a way to promote healthy behavior for children and young people in the community. The Social Development Strategy provides a recipe for building prosocial bonds in the family, school and community. Children and young people are motivated to follow healthy beliefs and clear standards of behavior if they feel attached and committed – in other words bonded – to those promoting those standards. The Social Development Strategy describes three components essential for creating this prosocial bond:

- Providing meaningful opportunities
- Teaching the skills needed to succeed in these opportunities
- Recognizing children and young people for their contributions

The Montbello community and school data shows that there are many meaningful opportunities for young people to be involved in prosocial activities, but that recognition for their involvement is low and could be improved in the family, community and school contexts. The Positive Recognition Campaign strategy was selected by the Steps to Success Community Board to bolster the protective factor **recognition/rewards for prosocial behavior**. Expected strategy impacts include improvements in the following protective factors as determined by data collection in the schools and community in 2012.

Domain	Targeted Risk/Protective Factors	Baseline Prevalence %	Baseline Prevalence # (10/20% Reduction)
Family	Parental recognition for prosocial behavior*	55+	773 (77/155)
Community	Community recognition for prosocial involvement*	54+	759 (76/152)
School	School recognition for prosocial involvement-Elementary*	76@	N/A
	School recognition for prosocial involvement-Middle*	63@	N/A
	School recognition for prosocial involvement-High*	59@	N/A

* Priority Risk/Protective Factor

+ Community Survey Data

@ School Survey Data

Sustainability Rationale: Through the Steps to Success Positive Recognition Campaign, more than 50 Montbello community members have been formally recognized for their prosocial behavior and two community hubs have served as the host sites for the awards ceremonies – increasing the campaign’s exposure to the larger community. The Positive Recognition Campaign has generated excitement in the community and in Montbello schools, half of which participated in the student nominations process in the campaign’s first year. Sustaining the Positive Recognition Campaign requires minimal infrastructure and funding and it has the potential to be far-reaching across cultural demographics and domains in the neighborhood.

Project funding through Steps to Success will cover costs through September, 2015 to include: awards ceremonies twice annually, marketing materials and community outreach costs. By the end of the grant period, Steps to Success will have planned and hosted four awards ceremonies and recognized upwards of 120 community members in addition to advocating for school and community norms to include positive recognition in a more regular and informal capacity. This sustainability plan will outline a strategy for maintaining continuity of the Positive Recognition Campaign once grant funds are no longer available.

Sustainability Planning Action Steps

Maintaining the Positive Recognition Campaign formally beyond the grant period will be dependent on the capacity of the committee within the Community Board to plan events, gather nominations, and maintain additional campaign components.

Strategies to Support Structure & Activities:

Since the Positive Recognition Campaign is an environmental strategy aimed at changing community norms, minimal formal infrastructure will be required to sustain the strategy. In an effort to maximize the campaign’s exposure during the remainder of the grant period, we will:

- Provide informational presentations and materials to schools and other youth-serving organizations in the community.
- Launch a community-wide marketing campaign
 - Social media campaign
 - Traveling Twitter photo station in schools and community hubs
 - Display materials in community hubs (library, Boys & Girls Club, health clinics, restaurants, churches, restrooms, DPS Office of Choice and Enrollment, apartment community centers, etc.)
 - Highlight a different strategy for positively recognizing young people each month
 - Research TV and radio marketing opportunities
 - Develop and disseminate Positive Recognition informational packets for Montbello schools
 - Present to school staff when possible
 - Partner to develop and implement individualized Positive Recognition programs for youth-serving organizations in the neighborhood
- Partner with community organizations to incorporate Positive Recognition into their annual events and awards ceremonies. Potential events include:
 - Lowy Family Center; Kathy Hill-Young Community Spirit awards
 - Young Americans for Positive Action; Planting the Seed Conference

- Families Against Violent Acts; Empowering Our Families Community Resource Fair
- Denver Police District Five; National Night Out
- Denver Broncos Boys & Girls Club; Race Against Violence
- Z Place; Birthday Party
- Schools; continuation/graduation ceremonies, Dean’s list events
- Denver Public Library events
- Work to increase community engagement
 - Continue to engage new partners in the awards nominations and donations process
 - Include a call to action in follow up with nominators and award winners
 - Presentations at schools and youth serving organizations
 - Table at community events
 - Social media

Strategies to Support Funding: If the Positive Recognition Awards Ceremonies are adopted into existing community events, such as those listed above, the majority of costs associated with the Positive Recognition Campaign will be funded by default. Additional funding options include:

- Partnering with schools and community organizations to reduce/share costs. Potential partners include:
 - Montbello schools
 - Random Act of Kindness Foundation
 - Denver Public Schools Office of Social Emotional Learning
 - Denver Broncos Boys & Girls Club
 - Lowry Family Center
- Seeking grant funding to support:
 - Promotional materials
 - Event costs (full/partial)
 - Coordinator position

Program Sustainability Costs:

Total per year (community awards ceremony & student awards ceremony) (scenario): Based on three student nominations per school (19 schools) in Montbello and 20 community award winners annually. Costs will vary based on the number of nominees per year and donations collected for each ceremony.

Awards/Prizes:	\$2,695
Food:	\$3,465
Decorations:	\$400
Space:	\$100
Posters/Programs:	<u>\$200</u>
Total Cost:	\$6,860

Cost Breakdown:

In past award ceremonies a significant portion of the associated costs have been donated, especially awards/prizes, food, decorations and space costs.

Awards/Prizes:

$$\$35/\text{award} \times 77 \text{ award winners} = \$2,695$$

Food:

\$9/person x 77 award winners x 5 guests/award winner = \$3,465

Decorations:

Balloons - \$125/ceremony x 2/year = \$250 (based on previous rates from GetBallooned.com)

Ribbons, gift wrap, tissue paper, etc. - \$75/ceremony x 2/year = \$150

Space:

\$10/hour x 4 hours x 2/year = \$80 (based on Montbello Public Library rates)

\$20 deposit (refundable)

Posters/Programs:

Posters - \$50/ceremony x 2/year = \$100

Programs (English/Spanish) - \$50/ceremony x 2/year = \$100

Youth Advisory Board Program Description: The Youth Advisory Board is a youth-driven community leadership and grant-giving program for Far Northeast Denver youth coordinated by Steps to Success. Youth Advisory Board Members:

- Provide information to Steps to Success and local agencies about youth issues
- Review grant applications in order to fund youth programs
- Address youth needs through community projects and initiatives

The Steps to Success Youth Advisory Board provides Montbello youth with a unique opportunity to learn leadership skills, practice civic engagement and develop a sense of agency in their own community. The program design is founded in the Social Development Model and aims to incorporate each of the three components that contribute to the development of prosocial bonds. Youth Advisory Board members are responsible for completing a positive recognition community service project and will receive a certificate of completion at the end of each year.

Impact: The Youth Advisory Board program aims to authentically engage Montbello youth in Steps to Success decision-making processes, provide youth with an ideal setting for the development of prosocial bonds and to encourage community-building through civic engagement.

Sustainability Rationale: The Steps to Success Youth Advisory Board serves as a mechanism for fulfilling a number of aims of the Communities That Care model and Steps to Success project as a whole. The Youth Advisory Board gives young people in Montbello an avenue to participate in Steps to Success decision-making processes as well as providing a programmatic context for the formation of prosocial bonds. Additionally, the Youth Advisory Board fills a potential gap area by serving youth ages 14-18 regardless of their violence risk.

Project funding through Steps to Success will cover costs through September 2015, to include: monthly meetings, promotional, teambuilding and training materials, coordination costs and funds for distribution. By the end of the grant period, the Steps to Success Youth Advisory Board will have planned and implemented two positive recognition community service projects and distributed \$5,000 to youth-driven efforts in Montbello. This sustainability plan will outline a strategy for maintaining continuity of the Youth Advisory Board once grant funds are no longer available.

Sustainability Planning Action Steps

Strategies to Support Structure & Activities:

- Work with schools and youth-serving organizations in Montbello to promote program and recruit members:
 - DSST National Honor Society students
 - Denver Broncos Boys & Girls Club
 - Regional Athletics & Activities Program
 - Regional High Schools
- Partner with existing leadership programs in the region to incorporate youth-giving into their program
- Partner with schools to incentivize participation on the board through service-learning credits, honors programs, etc.

Strategies to Support Funding:

- Solicit donations and/or grant funds to support:
 - Positive recognition community service project
 - Youth Advisory Board coordinator position
 - Funds for distribution
- Partner with youth-serving organizations that have shared goals. Potential partners include:
 - Denver Broncos Boys & Girls Club
 - Regional Athletics & Activities Program
 - Office of Economic Development
 - Councilman Herndon’s Office
 - Regional schools

Program Sustainability Costs:

Total per year (scenario): Based on \$5,000 grant funds for distribution per year, 10 Youth Advisory Board members and two adult volunteer facilitators annually. Costs will vary based on the number of Youth Advisory Board members per year and donations collected each year.

Grant Funds:	\$5,000
Positive Recognition Project:	\$500
Food:	\$864
Promotional Materials:	\$340
Meeting Space:	<u>\$160</u>
Total Cost:	\$6,864

Cost Breakdown:

Grant Funds:

\$5,000 to be distributed to 10+ groups/organizations annually (maximum \$500/group annually)

Positive Recognition Project:

\$500/project x 1 project/year = \$500

Food:

\$9/person x 12 people/meeting x 8 meetings/year = \$864

Promotional Materials:

Posters/Certificates - \$100/recruitment cycle x 1 cycle/year = \$100

Sweatshirts - \$20/sweatshirt x 12/year = \$240

Meeting Space:

\$10/hour x 2 hours x 8/year = \$160 (based on Montbello Public Library rates)

\$20 deposit (refundable)



Steps to Success Community Site Management Responsibilities

- Manage the Steps to Success/Communities That Care infrastructure, including Community Board, Key Leader Advisory Board, Positive Recognition Committee, Sustainability Committee, Coordinating Committee, and Youth Advisory Board.
- Partner relationship maintenance and recruitment (stakeholders, community members, organizations, host sites).
- Serve as the primary community contact for Communities That Care activities, including arranging training workshops for Community Board members.
- Delegate Community Board tasks, including but not limited to collecting, organizing, and analyzing data; community outreach and public relations; and board meetings. Lead discussions related to project planning and maintenance.
- In cooperation with Community Board members and members of the larger community review and modify the comprehensive Community Action Plan as needed.
- Establish systems for the Community Board to monitor the implementation of selected interventions.
- Coordinate the implementation of the evidence-based preventive interventions selected by the Community Board.
 - PATHS
 - Positive Family Support
 - Strengthening Families 10-14
- Coordinate efforts to solve local problems and assist in implementing solutions.
- Communications planning/information dissemination (survey results, member testimonials, messaging).
- Make presentations to appropriate community groups, members, and investment members.
- Assist in writing grant proposals, reports, concept papers and other materials needed to obtain continued/increased funding.
- Support program and infrastructure evaluation and data analysis.
- Provide or facilitate technical assistance, as needed, for all aspects of the initiative.
- Other duties as required.



Steps to Success Infrastructure Sustainability Plan

Steps to Success Infrastructure Activity: Community Site Management						
	Leadership	Partnership	Capacity Building	Communications	Evaluation	Financing/In-Kind
Action Items	<i>Sustainability Committee</i> created to oversee sustainment of this position, community chair chosen	Community partners recruited to provide facility to host community site manager, provide opportunities for outreach, and other needed supports.	N/A	Communications plan utilizing cost/benefit analysis, qualitative evaluation and member testimonial created to promote the need for the Community Site Manager.	Create cost/benefit analysis showing impact of current Community Site Manager to justify new position	Raise sufficient funds to offer an annual salary
Resources Needed	Volunteer time to serve on and chair committee	Donated staff time and office/meeting space from partners	N/A	Donated time from volunteers with communications expertise	10-20 hours of staff time	\$65,000 salary/benefits
Person(s) Responsible	6-8 selected existing Community Board, Key Leader Board and CSPV staff	Community Site Manager Sustainability Committee	N/A	Community Site Manager Sustainability Committee	Existing Community Site Manager	Community Board, CSPV and Existing Staff
Timeline	By July 1, 2015	By October 1, 2016	N/A	By January 1, 2016	By October 1, 2015	By October 1, 2016
Benchmark(s) for Success	Committee formed	Partnerships formalized	N/A	Communications plan created	Analysis created	Funds raised

Steps to Success Infrastructure Activity: Community Board						
	Leadership	Partnership	Capacity Building	Communications	Evaluation	Financing/In-Kind
Action Items	30-40 community members and residents recruited to meet periodically to provide governance and oversight of Steps to Success. Members sign contracts stating commitment.	Recruit 10-20 organizational partners to assist with resources and recruitment	Community Board members are given Steps to Success marketing materials, talking points, and training on outreach	Communications plan created to promote need for Community Board and responsibilities of community board members	Analysis of attendance, opened e-mails, and other metrics to evaluate active participation in community board	Food/snacks for meetings Meeting location Reminders sent Agendas/materials
Resources Needed	5-10 hours/week of staff support	5-10 hours/week of staff support, 5-10 hours/week of support from other community board members	Printing and material costs; 5-10 hours/week of staff support, 5-10 hours/week of support from other community board members	Donated time from volunteers with communications expertise; up to 20 hours of Community Site Manager time	Up to 20 hours of Community Site Manager time	Up to 5 hours/week of staff support; partners donate snacks
Person(s) Responsible	Community Site Manager	Community Site Manager, Community Board	Community Site Manager, Community Board	Community Site Manager, Community Board	Community Site Manager	Community Site Manager, Community Board
Timeline	On-going	On-going	On-going	By Oct 2016	By Oct 2016	By Oct 2016
Benchmark(s) for Success	Monthly meetings with minimum attendance standards occur; MOU's signed	10-20 partners recruited and send regular representatives to community board meetings	Community Board members can demonstrate working knowledge of S2S and skill in using knowledge for outreach	Communications plan created	Analysis of attendance created and used for planning/goal-setting	Successful community board meetings occur

Steps to Success Infrastructure Activity: School Climate Survey						
	Leadership	Partnership	Capacity Building	Communications	Evaluation	Financing/In-Kind
Action Items	Data committee with members of community board and other volunteers formed	Partnership with schools established for administration of survey; partnership with technical assistance organization- such as CSPV or Omni- for analysis of data	Community members trained in logistics of survey implementation; relationships with schools established and maintained	Messaging to schools to participate in survey, communications plan for dissemination of survey results	Target number of respondents, accuracy of data, and other metrics established to evaluate the success of the school climate survey	See cost table (p. 9)
Resources Needed	Volunteer time to serve on and chair committee	Volunteer from community members and staff time to maintain partnerships	Staff time to train community members	Donated time from volunteers with communications expertise; up to 20 hours of Community Site Manager time	Staff time	See cost table (p. 9)
Person(s) Responsible	Community Site Manager, Community Board	Community Site Manager, Community Board	Community Site Manager, Community Board	Community Site Manager, Community Board	Community Site Manager, Community Board	Community Site Manager, Community Board
Timeline	By Oct 2016	By Oct 2016	By Dec 2016	By Mar 2017	By Mar 2017	By July 2017
Benchmarks for Success	Data committee formed	Partnerships formalized	Community members demonstrate working knowledge of survey implementation	Messaging and communications plan created	Target numbers met	Survey implemented successfully

PATHS Sustainability Plan

PATHS School-Level Program Maintenance						
	Leadership	Partnership	Capacity Building	Communications	Evaluation	Financing/In-Kind
Action Items	Develop sustainability plan for schools to use in the event of administrative turnover; site manager to collect and aggregate school data	Form partnership between school(s), parent groups, school district key stakeholders, Steps to Success and PATHS providers	N/A for current schools (school-wide implementation is occurring). Program expansion could occur with additional interested schools (would have to fund on their own)	Communications plan utilizing cost/benefit analysis, qualitative evaluation and member testimonial created to promote the need for the continued programming. Develop presentation template for schools to use	Schools continue to evaluate with school climate survey annually, as well as archival school data (behavioral referrals, test scores, etc.) – determine benchmarks (get from PATHS trainer or other PATHS sites)	Develop cost packages per school
Resources Needed	Time dedicated to developing plan	Work in coordination with district and school partners	Funding for program expansion	Time dedicated to developing plan/template	CSPV staff time to develop evaluation package	\$5,100 per school/annually
Person(s) Responsible	CSPV staff, site manager, and school principals	Steps to Success program support contact (thru 9/16), then Sustainability Committee. Possible collaboration with school-level program champion	Site manager for program expansion	CSPV staff – Steps to Success program support contact	CSPV research staff in coordination with school administrators	School or district
Timeline	By 5/1/15	By 5/1/15	N/A	By 5/1/16	By 5/1/15	
Benchmarks for Success	Plan developed	Partnerships formalized through MOU	N/A	Communications plan and presentation template developed	Analysis created	Sustainability costs become embedded in school's annual budgets

Positive Family Support Sustainability Plan

Positive Family Support School-Level Program Maintenance						
	Leadership	Partnership	Capacity Building	Communications	Evaluation	Financing/In-Kind
Action Items	Develop sustainability plan for schools to use in the event of administrative turnover; site manager to collect and aggregate school data	Form partnership between school(s), school district key stakeholders, Steps to Success and PFS providers. Could also include parent groups	N/A for current schools (school-wide implementation is occurring). Program expansion could occur with additional interested schools (would have to fund on their own)	Communications plan utilizing cost/benefit analysis, qualitative evaluation and member testimonial created to promote the need for the continued programming. Develop presentation template for schools to use	Schools to continue to evaluate with school climate survey (annual), as well as archival school data (behavioral referrals, test scores, etc.) – determine benchmarks (get from PFS trainer)	Develop cost packages per school
Resources Needed	Time dedicated to developing plan	Work in coordination with district and school partners	Funding for program expansion	Time dedicated to developing plan/template	CSPV staff time to develop evaluation package	TBD
Person(s) Responsible	CSPV staff and program champion(s)	Steps to Success program support contact (thru 9/16), then Sustainability Committee. Possible collaboration with school-level program champion	Site manager for program expansion	CSPV staff – Steps to Success program support contact	CSPV research staff in coordination with school administrators /program champion(s)	School or district
Timeline	By 5/1/15	By 5/1/15	N/A	By 5/1/16	By 5/1/16	By 10/1/16
Benchmarks for Success	Plan developed	Partnerships formalized through MOU	N/A	Communications plan and presentation template developed	Analysis created	Sustainability costs become embedded in school's annual budgets

Strengthening Families 10-14 Sustainability Plan

Strengthening Families Program Maintenance						
	Leadership	Partnership	Capacity Building	Communications	Evaluation	Financing/In-Kind
Action Items	Maintain communication with current SF sites (KIPP Montbello College Prep Middle School, True Light Baptist Church, Church of the Ascension, STRIVE Prep Montbello, Greenwood Academy) to assess ongoing interest; seek new sites	Manage payroll of current hires (facilitators, childcare, observer); manage recruiting, interviewing and vetting newer hires; assess the need for future facilitator trainings	Assess the need to replenish supplies after each rotation, per site; maintain and keep track of SF manuals (8); poster sets (4); DVD sets (4); booster materials (2); house supplies not in use; purchase incentive gift cards	Plan for 7 meals per site; communicate with sites about possible preference; seek new, cheaper catering options; ensure delivery and payment	Provide observation forms, site schedules to observer; schedule inter rater reliability observation for each site; train additional observer	Understand the specifics of the SF budget and identify potential areas to cut costs; determine financial “buy in” from sites; raise sufficient funds to pay for 4-5 rotations per year
Resources Needed	Time; working knowledge of SF; connections with area schools and other sites	Time; ability to run background checks, problem solve employee issues	Time, organization skills; funds	Time, knowledge of caterers that provide lower cost meals to nonprofits; funds	Time; SF observation forms and evaluations	\$7,500 per 7-week rotation (\$30,000-\$37,500)
Person(s) Responsible	Site Manager; SF program coordinator designee	Site Manager; SF program coordinator or designee	Site Manager; SF program coordinator or designee	Site Manager; SF program coordinator or designee	Site Manager; SF program coordinator or designee	SF Team; interested SF sites
Timeline	By May 2015	By May 2015	Ongoing	Ongoing	Ongoing	Spring 2015; ongoing
Benchmarks for Success	Commitments from current sites; Host Site Agreements from future sites	Introductions to current SF hires	N/A			Grant applications are submitted; funding options are presented

*** Note:** The SF infrastructure can include (1) a Coordinator, who manages all aspects of implementation across sites, (2) a Coordinator at each site who is responsible for all aspects of their individual site implementation, or (3) individuals who manage specific aspects of the overall program implementation (food, supplies, etc.). A Strengthening Families Implementation Team may be useful in establishing this structure.

Positive Recognition Campaign & Youth Advisory Board Sustainability Plan

Positive Recognition Campaign & Youth Advisory Board Program Maintenance						
	Leadership	Partnership	Capacity Building	Communications	Evaluation	Financing/In-Kind
Action Items	10 - 15 FNE Denver youth recruited annually to review grant applications, plan awards ceremonies, advise Community Board and complete Positive Recognition community project	Potential partners include: Denver Broncos Boys & Girls Club, RAAP, Office of Economic Development, Councilman Herndon's Office & FNE Denver schools	YAB members are trained in grant management, collaboration, strategic decision making, effective communication skills, event planning and community organizing	Communications plan developed annually in partnership with YAB. Ongoing communications plan will be developed and include: Call for nominations, Request for Proposals, 15 ways document, positive recognition posters and YAB promotional materials	Analysis of school climate surveys, YAB member pre-post surveys, focus groups and annual report to evaluate impact of Positive Recognition Campaign & YAB	<ul style="list-style-type: none"> • Raise sufficient funds for a coordinator/ board chair, grantmaking, awards ceremonies • Food/snacks for meetings • Meeting location • Materials (agendas, promotional materials, etc.)
Resources Needed	10 - 15 hours/week of staff support	5-10 hours/week staff support, 5-10 hours/month YAB member participation	Collaborative development of evaluation tools & outcome analysis with CSPV, Community Board and other partners	Donated time from volunteers with communications expertise; up to 15 hours/week Community Site Manager/Board Chair expertise	Up to 20 hours of Community Site Management/ week	See above
Person(s) Responsible	Leadership	Partnership	Capacity Building	Communications	Evaluation	Financing/In-Kind
Timeline	Community Site Manager/ YAB Chair	Community Site Manager/ YAB Chair	Community Site Manager/ YAB Chair	Community Site Manager/ YAB Chair	Community Site Manager /YAB Chair	Community Site Manager/ YAB Chair
Benchmarks for Success	November 2014/On-going	October 2014/On-going	December 2014/On-going	December 2014/On-going	November 2015/On-going	October 2014/On-going

Praise for Steps to Success

- *“I am enormously impressed by what you and your partners have accomplished in a very short time. Your community partners are wonderful. Equally important, they are quite diverse yet clearly have great respect for each other and the contributions each make.”* - Phil Leaf, Ph.D., Director, Johns Hopkins Center for the Prevention of Youth Violence; Director, Johns Hopkins Center for Adolescent Health; Senior Associate Director, Johns Hopkins Urban Health Institute; Professor, Johns Hopkins Bloomberg School of Public Health, School of Medicine, School of Nursing, School of Education, and School of Arts and Sciences
- *“Incredible opportunities for alignment and partnership across agencies that emerges when they connect to the vision and purpose of Steps to Success”* - Fulton Jackson, Director, Far Northeast Denver Regional Athletics and Activities Program
- *“Steps to Success is like a magnet that brings community efforts together around an evidence-based approach”* – Sharikia Towers, Juvenile Diversion Officer, Denver Public Safety Youth Programs; Co-Chair, Steps to Success Community Board
- *“On the ground effort – giving concrete ways to positively recognize youth – not just theory but real”* – Jessica Harper, Community Engagement Manager, Reading Partners Colorado
- *“I like the intersection between evidence-based work – combines cutting edge knowledge about the community with cutting edge violence prevention research”* – Dave Bechhoefer, Executive Director, Lowry Family Center; Co-Chair, Steps to Success Community Board
- *“Not just about research – the data goes to the community to use for planning and decision-making”* – Community Board Member
- *“DA Diversion has had a hard time finding resources for kids – Steps to Success provides evidence-based resources for kids in need”* – Carol Rolfe, Juvenile Diversion Officer, Denver District Attorney’s Office
- *“We take a positive approach – not just about addressing risk but also about empowering youth and families”* - John Riley, Community Board Member, Steps to Success
- *“Offers law enforcement options between not being able to do anything and arresting kids – Steps to Success provides other options that address the underlying problems”* – Sherikera Heflin-Herrera, Community Resource Officer, Denver Police District 5
- *“Everyone is always invited to the table”* – Shelli Brown, Community Site Manager, Steps to Success

Baseline Prevalence - The rate at which certain activities were occurring (number of cases divided by the total population) as reported during the initial collection of data.

Centers for Disease Control and Prevention (CDC) - The national public health institute of the United States.

Center for the Study and Prevention of Violence (CSPV) – A research program of the Institute of Behavioral Science (IBS) at the University of Colorado at Boulder that provides assistance to groups committed to understanding and preventing violence, particularly adolescent violence.

Community Action Plan – In the Communities That Care Model, the Community Board creates a plan for prevention work in their community, to:

- Reduce widespread risks and strengthen protection.
- Define clear, measurable outcomes using assessment data.
- Select and expand tested and effective policies and programs.

Community Assessment Report – Describes the results of the risk and protective factor assessment completed as part of the Communities That Care process and highlights prioritized risk and protective factors specific to the Montbello community.

Communities That Care (CTC) – A coalition-based system for preventing a wide range of adolescent problem behaviors. CTC guides communities to use the advances of prevention science, building capacity of stakeholders to determine which risk factors and youth outcomes to prioritize and which tested, effective programs and policies to implement to address their local concerns.

Denver Public Schools (DPS) – The public school district that includes the Montbello neighborhood.

Evidence-based program – A program that has been reviewed by an independent panel of evaluation experts and determined to meet a clear set of scientific standards. Programs meeting this standard have demonstrated at least some effectiveness for changing targeted behavior and developmental outcomes.

Family Check-Up (FCU) – A feedback session in which parents collaborate with therapists or trained school staff to select available intervention programs the family can receive. FCU is an indicated level component of the Positive Family Support Program.

Family Resource Center (FRC) – A school-based resource center that is operated by trained staff that works with parents. The FRC provides a structured place for school staff and parents to collaborate. Norms of protective, prosocial parenting behaviors are set and information on prosocial family management is distributed. The FRC is a universal level component of the Positive Family Support Program.

Far Northeast Denver (FNE) - The region of the city of Denver that includes the Montbello neighborhood.

Indicated - Intensive interventions and supports for a few youth with very high-risk behaviors. This intervention level is sometimes referred to as “intensive.”

Memorandum of Understanding (MOU) – A written bilateral or multilateral agreement between two or more parties.

National Centers of Excellence in Youth Violence Prevention (YVPC) - The Montbello Steps to Success project is funded by a five-year (2011-2016) \$5.4 million cooperative agreement from the Centers for Disease Control and Prevention. The purpose of the YVPC Program is to support Youth Violence Prevention Centers to reduce youth violence in one defined high-risk community by implementing and evaluating a comprehensive strategy to prevent youth violence.

Office of Social Emotional Learning (OSEL) – The branch of Denver Public Schools (DPS) that actively supports the academic and social-emotional success of all current and future DPS students through early identification, prevention and intervention services.

<http://denver.co.schoolwebpages.com/education/dept/dept.php?sectionid=163>

Positive Behavioral Intervention and Supports (PBIS) – A systemic approach to proactive, school-wide behavior based on a Response to Intervention (RtI) model. PBIS applies evidence-based programs, practices and strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture. (http://rti.dpi.wi.gov/rti_pbis)

Positive Family Support (PFS) - Positive Family Support is a three-tiered, multi-staged program that is administered through the middle school setting.

Problem behaviors – Behaviors that put young people’s health and development in jeopardy. Some examples include substance use, delinquency, teen pregnancy, and dropping out of school.

Promoting Alternative Thinking Strategies (PATHS) - The PATHS curriculum is a comprehensive program for promoting emotional and social competencies and reducing aggression and behavior problems in elementary school-aged children while simultaneously enhancing the educational process in the classroom.

Protective factors - Factors that buffer young people against risk and decrease the likelihood that they will become violent or engage in other problem behaviors. Examples include good social skills, being recognized at school for pro-social involvement and attending religious services.

Regional Athletics & Activities Program (RAAP) – An athletics and activities program that serves students in elementary, middle and high school in Far Northeast Denver.

Religiosity - Attending religious services is shown to lower the likelihood of engaging in problem behaviors. The community survey measured young people’s participation in religious services, whether they viewed themselves as a religious person, and how much satisfaction they get from participating in religious activities.

Risk Assessment Report - This report describes the results of the risk and protective factor assessment completed as part of Steps to Success and highlights prioritized risk and protective factors specific to the Montbello community.

Risk factors – Factors that increase the likelihood that a young person will become violent or engage in other problem behaviors such as dropping out of school or using drugs and alcohol. Examples include association with delinquent peers, poor parental monitoring, and academic failure beginning in elementary school.

Safe2Tell (S2T) - Safe2Tell is a model prevention strategy with the purpose of providing an anonymous reporting mechanism for the reporting of potentially dangerous or threatening situations.

School Climate Survey - Elementary school, middle school, and high school student data were collected by having the students complete an anonymous computer-based survey during the spring or fall 2012.

Selective - Interventions and supports for some youth with risky behaviors. This intervention level is sometimes referred to as “targeted.”

Social Emotional Learning (SEL) - Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. (<http://www.casel.org/social-and-emotional-learning/>)

Steps to Success Community Board – Consists of residents, community leaders and partner organizations that meet monthly to implement Steps to Success in Montbello using the Communities that Care model. The Community Board is responsible for developing and implementing the 3-5 year Community Action and Sustainability Plan. All that are interested are invited to attend the Community Board, but must meet the Board approved attendance criteria to be a voting member.

Strengthening Families (SF) - This seven-session, community-based program targets enhancement of family protective and resiliency processes and family risk reduction. It is designed to improve parenting and family management skills, with the long-term goal of reducing aggressive and hostile youth behavior, substance use and other problem behaviors.

Universal – Prevention programs and supports that can benefit everyone.

Violence Risk Survey - A 14-item violence-screening questionnaire that was embedded in the community youth and middle and high school surveys.

Youth Advisory Board (YAB) - A youth-driven community leadership and grant-giving program for Far Northeast Denver youth coordinated by Steps to Success.